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AUTHOR Cassidy, Philippe
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ABSTRACT

Survey results summarize secondary-school use of Canadian and non-Canadian oriented materials, resources, and activities in the borough of North York, Ontario. A questionnaire completed by 188 teachers inquired about use of textbooks and unpublished material, resource people, and field trips. Focus on Canadian culture was identified whenever it was appropriate. Data tables show responses by the following areas: English, mathematics, science, modern languages, music, commerce, home economics/shop, fine arts, physical education, geography, history/social science, resource librarians, and guidance personnel and classics teachers. Responses show that almost three-quarters of the textbooks used are Canadian, a similar proportion to elementary and junior-high use. Half of the nontexts and reference books used are non-Canadian in origin. These include films, filmstrips, slide sets, magazines, learning kits, and simulation games. Three out of five teachers who reported use of unpublished material indicated it is teacher-produced. Resource people were used about as frequently as in junior-high school, but less than at the elementary level. However, a much larger percentage of the secondary-level resource people provided an increase in Canadian awareness than did the resource people at the elementary and junior-high levels. (AV)

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RESEARCH REPORT

CANADIAN CONTENT SURVEY

SECONDARY PANEL

Philippe Cassidy

June, 1974.

Sd 009 625

THE BOARD OF EDUCATION FOR THE BOROUGH OF NORTH YORK

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PREFACE

At its meeting on September 17, 1973, the Board adopted a recommendation of the Management and Academic Program Committee that an Ad Hoc Committee be formed to study matters relating to Canadian orientation and content of public and high school courses, raised by the Committee for an Independent Canada, in its proposal of May 2, 1973, and to report back thereon, at a subsequent meeting of the Board.

Having regard to the foregoing, the Ad Hoc Committee made up of a Trustee, a representative of NYCOSP, three member of the Committee for an Independent Canada and North York staff, has held many meetings to date, dealing with the complexities inherent in obtaining the required information for an assessment of the Canadian content in the North York school system.

In the course of its deliberations, the Ad Hoc Committee decided that a survey on Canadian oriented materials, resources and activities, in comparison to Non-Canadian oriented materials, would facilitate the acquisition of certain information essential to the aforementioned study.

The Board, at its meeting on February 4, 1974, authorized a survey to be conducted by Eduational Research Services involving a sampling of North York teachers from all three panels.

The following pages contain an analysis of the responses provided by the 188 Secondary teachers who participated in the survey.

PROCEDURE

Instrumentation

Information was gathered from staff members using a questionnaire. The members of the Ad Hoc Committee suggested the questions to be included in the instrument. These questions covered the major concerns of the committee members regarding the quantity and quality of Canadian oriented materials, resources and activities in comparison to Non-Canadian oriented materials, e.g. textbooks, films, learning kits, etc. A preliminary draft of the questionnaire was circulated to the members of the committee and based on their suggestions the instrument was revised. A copy of the final questionnaire is presented in the Appendix.

Sample Selection and Size

Twenty-nine schools, having a teacher population of approximately 1,000 were selected on a random basis to participate in the survey. Sixteen schools were represented from the elementary panel, eight from the junior high and five from the secondary panel. Every effort was made to avoid choosing schools which had recently been involved in other research studies.

Data Collection

Principals in the 29 schools chosen to participate in the survey received sufficient questionnaires for their school staff, at a meeting called by the Superintendent of Education Services. At this time, the purpose of the questionnaires was explained, and questions from the participating principals were answered. Each of the questionnaires included a memo from the Director of Education, enlisting staff support and asking that teachers return completed questionnaires to their school office by April 18. Each participating school was provided with addressed envelopes and a request that all completed questionnaires be returned to Educational Research Services.

Response Rate

The findings reported on the following pages are based on responses given by 188 secondary teachers. This represents a 58% response rate and also represents a 12% sample of North York secondary teachers. Three separate reports were prepared based on the responses provided by teachers in the three panels.

Of the 580 teachers who returned completed questionnaires, the breakdown by panel is given in the following table:

PANEL	Questionnaires Distributed	Questionnaires Returned	% Return
ELEMENTARY	355	205	58
JUNIOR HIGH	320	187	58
SECONDARY	325	188	58
TOTAL	1000	580	58

Reporting Results

A complete list of all the materials mentioned by teachers including frequency of use, source and rating is included in a separate appendix to this report. Every effort has been made to check the titles of the materials and their source when in doubt, but due to the magnitude of the task it was impossible to check every title. Therefore, it was necessary in most cases to list the information in the form in which it was given by the teachers. Where a title appears in more than one category, i.e. textbook, non-text, etc., this reflects the various uses made of that title by individual teachers.

At the meeting of principals held prior to the distribution of the questionnaires, it was explained that the source "Canadian Publisher" referred to any publishing house producing books in Canada whether solely Canadian or a subsidiary of a non-Canadian parent operation.

SECONDARY SCHOOL ENGLISH

Fourteen English teachers from the five secondary schools in the sample returned completed questionnaires. The following Tables, 1A and 1B, list the types of materials, as well as the number of titles, and sources of the materials used by these teachers.

TABLE 1A

Material	Titles Mentioned	SOURCE *							
		Non-Can.		Can. A/P		C.A./P.A.		C.P./A.A.	
		No.	%	No.	%	No.	%	No.	%
Textbooks	96	44	46	38	40	-	-	14	14
Non-Texts (Fiction, Biography, etc.)	54	32	59	21	39	-	-	1	2
Reference Books	17	13	76	4	24	-	-	-	-

The most obvious fact revealed by these two tables is the sheer number of books and other materials used by English teachers. There are almost one hundred different titles in the category of textbooks alone. More than 70% of the reference books, films and simulation games have non-Canadian sources, while 70% of the magazines and periodicals used have Canadian sources. The other categories are divided fairly evenly between Canadian and non-Canadian sources.

TABLE 1B

Material	Titles Mentioned	SOURCE			
		Non-Can.		Can.	
		No.	%	No.	%
Films	33	24	73	9	27
Filmstrips	8	4	50	4	50
Slide Sets	1	1	100	-	-
Magazines & Periodicals	10	3	30	7	70
Learning Kits	9	5	56	4	44
Simulation Games	4	3	75	1	25
Picture Sets	8	3	38	5	62

* Some of the materials (textbooks, non-texts, reference books) have been listed under four separate sources: non-Canadian (Non.Can.), Canadian author and Canadian Publisher (CA/CP), Canadian Author, publisher abroad (CA/PA) and Canadian publisher, author abroad (CP/AB); the other materials mentioned, i.e. films, filmstrips, magazines, etc. have been listed as either non-Canadian or Canadian.

QUESTION #2: If you use unpublished material to a significant degree, please indicate the source of your unpublished material.

TABLE 2

Source	Times Mentioned	%
Student Produced	4	29
Teacher Produced	6	43
Professionally Produced in Canada	2	14
Professionally Produced Outside Canada	nil	
A Combination of Above	1	7
Other	1	7
No Response	nil	

N= 14

Table 2 reveals that all of the English teachers surveyed use unpublished material to a significant degree. Four teachers report using student produced material, six report using teacher produced material. Two teachers state that they use material professionally produced in Canada. One teacher uses material from a combination of the listed sources, and one teacher uses material from a source other than those listed.

QUESTION #3: Do you regularly use approved textbooks (i.e. as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

	Times Mentioned	%
Most of the Time	10	72
Frequently	1	7
Sometimes	nil	
Seldom	2	14
Never	nil	
No Response	1	7

N= 14

This table shows that ten of the fourteen teachers use approved texts most of the time, and that one teacher uses them frequently. Only two teachers report that they seldom use approved texts. One teacher did not respond to this item.

QUESTION #4(a): Approximately how many different resource people (specialists, speakers, etc) did you use in the past twelve months?

The English teachers used thirty-one resource people during the twelve month period.

QUESTION #4(b): Of all the resource people you have used in the past twelve months, describe the two most effective and state the nature of the subject matter discussed.

TABLE 4

Name of Resource Person	How to Contact	Description of Program
R. MacGregor	Principal - C.W. Jefferys S.S.	Writing for publication
E. Ball	Librarian	Resource material and use of Library facilities
B.P. Nichol	Not indicated	Sound, poetry workshop
George Bowring	" "	Reading poetry
Maurice Mechin	" "	Play at school
Milton Acorn	Publisher	Reading poetry
Miss Mortimer	Librarian - C.W.Jefferys S.S.	Can. Authors and resources available in library
Joe Hall	English Dept. N.Y. Bd.	Folk singing
Eldon Garnett	" " "	Poetry reading
Mike Handleman	York University	Poetry reading
Dr. Paul Gooch	U.of T. Scarboro College	Lectures in beginners's philosophy
Dr. Eli Mandel	York University	Insights into the nature of philosophy
Joe Rosenblatt	Agent	Poetry reading
Priscilla Galloway	N.Y. Bd. of Ed.	Remedial reading
Paul Barker	" "	Remedial reading
Heavy Andrews	Agency	HYPE
Representative	Keeble Cable	Cable T.V.
Howard Lende	York University	Mime Workshop

QUESTION #5(a): Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

The English teachers made use of fourteen resource people in the past twelve months who provided an increase in Canadian awareness.

QUESTION #5(b): Please describe the two most effective resource people providing an increase in Canadian awareness that you have had in your classroom during the past twelve months and describe the nature of the subject matter discussed.

TABLE 5

Name of Resource Person	How to Contact	Description of Program
Nichol	Not indicated	Sound, poetry workshop
Bowring	" "	Reading poetry
Milton Acorn	" "	Reading poetry
Maurice Mechin	" "	Play at school
Mr. G. Freeman	Teacher-C.W.Jefferys	Talk on "Barometer Rising" and Halifax Explosion
R. MacGregor	Principal - C.W.Jefferys	Writing and Publication
Miss Mortimer	Librarian	Can. authors and library resources
Dr. Eli Mandel	York University	Insights into the nature of poetry
Joe Rosenblatt	Agent	Poetry reading

QUESTION #6: How many activities which take place outside the school (e.g. field trips, museums) relate to learning about Canada?

TABLE 6

	No.	%
Most	nil	
Quite a Few	1	7
Some	5	36
Few	2	14
None	3	21
No Outside Activities	3	21

N= 14

One teacher reported that quite a few of the outside activities related to learning about Canada. Five teachers stated that some of their activities were related and two teachers indicated that few of their activities were related. Three teachers said none of their outside activities were related to learning about Canada.

QUESTION #7: Please list the places you have visited with your class in the past year which you consider worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 7

Place Visited	No. of Times Mentioned	Purpose of Visit
Toronto Workshop Production	2	-
Stratford	4	Tartuffe Can. Prod. Techniques
University College Playhouse	1	-
Yorkville	1	Art and Artifacts - Style and Stylists
Productions at Experimental Theatre Centre	1	
Canadian Films in Commercial Theatres	1	
"Apprenticeship of Duddy Kravitz"	1	
Tarragon Theatre	2	
St. Lawrence Centre for Arts	1	Useful for investigation - Canadian Plays and Canadian Theatre
Firehall Theatre	2	

The places listed by the English teachers are all activities where students could observe Canadian artists, actors and techniques in the performing arts.

The following comment was made by a teacher of English as a second language (E.S.L):

> My students are all in the higher grades and are generally New Canadians. We have not had field trips as such but I have involved them in projects which depend upon interaction with the community. I think that this is a very special case where knowledge of Canadian culture becomes an integral part of the course. I am unable to find Canadian E.S.L. text-books and have to rely upon American imports! (for language study)

SECONDARY SCHOOL MATHEMATICS

There were 27 questionnaires returned by mathematics teachers in the Secondary Schools

TABLE 1A

	Titles Mentioned	SOURCE							
		Non-Can.		Can. A/P		C.A/P.A.		C.P./A.A.	
		No.	%	No.	%	No.	%	No.	%
Textbooks	36			36	100				
Non-Texts (Fiction, Biography, etc.	1			1	100				
Reference Books	21	7	33	10	48			4	19

N= 27

Tables 1A and 1B list the types of materials used by math teachers, as well as the number of titles in each category, and the source of these materials. Table 1A shows that all of the texts and non-texts, and two thirds of the reference books used by mathematics teachers have Canadian sources.

TABLE 1B

	Titles Mentioned	SOURCE			
		Non-Can.		Can.	
		No.	%	No.	%
Films	nil				
Filmstrips	2	1	50	1	50
Slide Sets	nil				
Magazines & Periodicals	6	3	50	3	50
Learning Kits	nil				
Simulation Games	nil				
Picture Sets	nil				

Table 1B shows that the filmstrips and magazines and periodicals used by mathematics teachers are divided equally between Canadian and non-Canadian sources. It is interesting to note that with the exception of two filmstrips, the mathematics teachers use printed materials exclusively.

QUESTION #2: If you use unpublished material to a significant degree, please indicate the source of your unpublished material.

TABLE 2

SOURCE	TIMES MENTIONED	* %
Student Produced	nil	-
Teacher Produced	9	33
Professionally Produced in Canada	1	4
Professionally Produced Outside Canada	1	4
A Combination of Above	1	4
Other	nil	-
No Response	15	55

N= 27

Table 2 reveals that of the twelve teachers who reported that they use unpublished material, nine indicated that this material was teacher produced. One teacher stated that the material used was professionally produced outside Canada, and another used professional material produced in Canada. One teacher said that the unpublished material used came from a combination of sources. Fifteen teachers (56%) indicated no response.

* In this and in other tables where percents do not total 100, figures have been rounded to the nearest whole percent.

QUESTION #3: Do you regularly use approved textbooks (i.e. as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

	Times Mentioned	%
Most of the time	25	93
Frequently	1	4
Sometimes	nil	-
Seldom	nil	-
Never	nil	-
No response	1	4

N= 27

Table 3 shows that virtually all (93%) of the mathematics teachers use approved texts most of the time. One teacher indicated that approved texts were used in preference to supplementary materials frequently, and one teacher indicated no response.

QUESTION #4 (a): Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

The mathematics teachers used only four resource persons during the past year.

QUESTION #4 (b): Of all the resource people you have used in your classroom during the past twelve months, describe the two most effective and state the nature of the subject matter discussed.

TABLE 4

Name of Resource Person	How He/She Might be Contacted	Description of Program Provided
Harvey Mosoe	With a private firm	Discussed income tax return with Gr. 12 students who work part time and have taxable incomes
Peter Culloch	C.W. Jefferys	E.T.V. Films

QUESTION #5 (a): Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

The mathematics teachers used no resource persons who provided an increase in Canadian awareness.

QUESTION #6: How many activities which take place outside the school (e.g. field trips, museums) relate to learning about Canada?

TABLE 5

	No.	%
Most	nil	-
Quite a few	1	4
Some	2	7
Few	nil	-
None	4	15
No outside activities	17	63
No response	3	11

N= 27

Most of the mathematics teachers indicated either no response or no outside activities (20 out of 27). Of the remaining seven, four said none of their outside activities related to learning about Canada, two stated that some did, and one teacher indicated that quite a few of the outside activities related to learning about Canada. These results are not distressing when one considers that the subject, mathematics, has more universal aspects then most other subjects.

QUESTION #7: Please list the places you have visited with your class in the past year which yo consider most worthwhile in learning about Canada and describe the purpose of the visit.

Place Visited	Number of Times Mentioned	Purpose of Visit
Seneca College	1	)
University of Toronto	1	) Computer Operations
Waterloo University	1	)
24 Individual trips to business establishments	24	)

The places visited by mathematics students appear to be related to the viewing of computing, accounting and data processing facilities.

SECONDARY SCHOOL SCIENCE

Twenty-nine questionnaires were returned by science teachers in the five secondary schools in the sample.

Tables 1A and 1B provide a summary of responses for question number one. Each type of material used is listed along with the number of titles mentioned in each category as well as their source.

TABLE 1A

Material	Titles Mentioned	SOURCE							
		Non-Can.		Can. A/P		C.A./P.A.		C.P./A.A.	
		No.	%	No.	%	No.	%	No.	%
Textbooks	35	14	40	21	60				
Reference Books	32	17	53	13	41			2	6
Non-Texts (Fiction, Biography, etc.)	6	4	66	2	33				

TABLE 1B

Material	Titles Mentioned	SOURCE			
		Non-Can.		Can.	
		No.	%	No.	%
Films	19	14	74	5	26
Filmstrips	15	15	100		
Slide Sets	5	4	80	1	20
Magazines & Periodicals	23	21	91	2	9
Learning Kits	3	3	100		
Simulation Games	1	1	100		
Picture Sets	nil				

Although three-fifths (60%) of the textbooks used in science are Canadian, over half (53%) of the reference books used are non-Canadian. Almost all of the materials listed in Table 1B - films, filmstrips, slide sets, magagines, etc. are non-Canadian. This is especially true in the case of filmstrips, where all those listed are non-Canadian and in the case of magazines and periodicals, where twenty-one of the twenty-three (91%) used by science teachers in the secondary school are also non-Canadian.

QUESTION #2: If you use unpublished material to a significant degree, please indicate the source of your unpublished material.

TABLE 2

Source	Times Mentioned	%
Student Produced	nil	
Teacher Produced	19	66
Professionally Produced in Canada	1	3
Professionally Produced Outside Canada	nil	
A Combination of Above	nil	
Other	nil	
No Response	9	31

N= 29

Although only slightly more than two-thirds (69%) of the science teachers report using unpublished material, almost all of those reporting (66%) indicate that the material they use is teacher produced.

QUESTION #3: Do you regularly use approved textbooks (i.e. as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

	Times Mentioned	%
Most of the Time	19	66
Frequently	6	21
Sometimes	1	3
Seldom	nil	
Never	nil	
No Response	3	10

N= 29

Two-thirds (66%) of the science teachers report that they use approved textbooks more frequently than supplementary textbooks most of the time while a further fifth (21%) indicate that they make use of approved texts frequently. No science teacher reported never using approved texts although 10% of the teachers did not answer this question.

QUESTION #4(a): Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

Some fifteen different resource people have been used by the science teachers who reported on this question.

QUESTION #4(b): Of all the resource people you have used in your classroom during the past twelve months, describe the two most effective and state the nature of the subject matter discussed.

TABLE 4

Name of Resource Person	How He/She Might Be Contacted	Description of Program Provided
D. Paul	North York Board of Ed.	Astromomy
Mr. Fowles and Mr. Pattendon	Science Centre	Students contact these men for help, they use machinery at Science Centre
Dr. I. Gollish		Lecture on eyes and diseases
Keith Horton	Horton Conservation Area	Field program in plant community
L. Doyle	Head of Department	Background for program
Representative of Devry Institute	Devry Institute, 970 Lawrence Ave.	Film of Institute program and employment opportunities
Representative	Bell & Howell Schools	Futures in Electronics

QUESTION #5(a): Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twleve months?

Only one person was mentioned by the science teachers in answer to this question and no further information was provided in respect to question 5(b).

QUESTION #6: How many activities which take place outside the school (e.g. field trips, museums, etc.) relate to learning about Canada?

TABLE 5

	No.	%
Most	5	17
Quite a Few	nil	
Some	1	3
Few	5	17
None	7	24
No Outside Activities	10	35
No Response	1	3

N= 29

Over half (59%) of the science teachers indicate either that they are not involved in outside activities or that none relate to learning about Canada. Less than one-fifth (17%) of the teachers report that most of the activities which take place outside the school relate to learning about Canada, while a further fifth (20%) indicate that a few of those activities are Canadian oriented.

QUESTION #7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 6

Place Visited	No. of Times Mentioned	Purpose of Visit
Ontario Hydro Plant, Lakeview	1	To study Hydro Plant
Laboratory	1	Perform work prescribed in course of study
Claremont Conservation Area	1	Ecological studies
Camp Tawhingo	1	Winter excursion with forty students of school - studies in winter ecology, outdoor activities plus recreation, science studies, etc.
Royal Ontario Museum	1	Geology and Mineralogy Galleries with Geology class
Lakeview Generating Station - Grade 10 Science	1	Part of their course - to increase awareness of energy utilization
Peterborough - Nephton	1	Geology class - to introduce to geological features of precambrian contact area with special attention to fossils, limestone caves and mining methods
Wilket Creek Park	1	Stream survey to determine the "quality" of the site and to examine the aquatic flora and fauna of this local environment
Don River	1	Water quality studies related to core of grade 10 ecology course
Ontario Science Centre	1	Canadian contribution to world science
Horton Conservation Area	1	Study of typical pond and plant communities of Southern Ontario Region
Black Creek	1	Study water quality in a stream running through school community

SECONDARY SCHOOL MODERN LANGUAGE

Thirteen questionnaires were returned from teachers of modern language in the five secondary schools in the sampling.

Tables 1A and 1B provide a summary of question number one. Each type of material used is listed along with the number of titles mentioned in each category as well as their source.

TABLE 1A

Material	Titles Mentioned	SOURCE							
		Non-Can.		Can.A/P		C.A./P.A.		C.P./A.A.	
		No.	%	No.	%	No.	%	No.	%
Textbooks	33	13	39	18	55			2	6
Non-Texts (Fiction, Biography, etc.)	22	11	50	11	50				
Reference Books	15	8	53	7	47				

Textbooks, non-texts and reference books used by modern language teachers were fairly evenly split between books of non-Canadian origin and books of Canadian origin. The majority of French books used were Canadian in origin while most of those in other languages tended to be non-Canadian.

TABLE 1B

Material	Titles Mentioned	SOURCE			
		Non-Can.		Can.	
		No.	%	No.	%
Films	7	4	57	3	43
Filmstrips	1	1	100		
Slide Sets	3	3	100		
Magazines & Periodicals	9	3	33	6	67
Learning Kits	1			1	100
Simulation Games	1			1	100
Picture Sets	4	2	50	2	50

Non-Canadian films, filmstrips and slide sets were preferred to Canadian material. Whereas magazines and periodicals, learning kits and simulation games were predominantly Canadian. Picture sets were evenly split between Canadian and non-Canadian source. It should be pointed out, however, that only one filmstrip, one learning kit and one simulation game were mentioned thus the percentage figures shown in these cases are perhaps not too significant.

QUESTION #2: If you use unpublished material to a significant degree, please indicate the source of your unpublished material.

TABLE 2

Source	Times Mentioned	%
Student Produced	1	8
Teacher Produced	3	23
Professionally Produced in Canada	nil	
Professionally Produced Outside Canada	nil	
A Combination of Above	1	8
Other	nil	
No Response	8	62

N= 13

Although only 39% of the modern language teachers report using unpublished material, most (23%) of those reporting indicate that the material they use is teacher produced.

QUESTION #3: Do you regularly use approved textbooks (i.e. as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

	Times Mentioned	%
Most of the Time	11	85
Frequently	1	8
Sometimes	nil	
Seldom	1	8
Never	nil	
No Response	nil	

N= 13

Ninety-three percent of the modern language teachers report using approved textbooks either most of the time or frequently.

QUESTION #4(a): Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

Some seventeen resource people were used during the past year by 10 modern language teachers reporting on this item. Three teachers gave no response to this question.

QUESTION #4(b): Of all the resource people you have used in your classroom during the past twelve months describe the two most effective and state the nature of the subject matter discussed.

TABLE 4

Name of Resource Person	How to Contact	Description of Program
Fred Howlett	Sir Sandford Fleming S.S.	Filming of Grade 10 produced "Sayrite"
Mr. Gwyn Ace	Newpress	Discussion - Canadian Publishing
Mrs. J.R. Strickland	Home (personal contact)	Expert on Native Canadian Indians
Ian Daniel	N.Y. Bd. of Education	Meeting, sending up-to-date materials on special studies
Tony Mollica	Dept. of Education	Special studies

QUESTION #5(a): Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

Seven resource people were used during the past year by the modern language teachers.

QUESTION#5(b) Please describe the two most effective resource people providing an increase in Canadian awareness that you have had in your classroom during the past twelve months and state the nature of the subject matter discussed.

TABLE 5

Name of Resource Person	How to Contact	Description of Program
Mr. Gwyn Ace	New Press	Discussion - Canadian Publishing
Mrs. J.R. Strickland	Home (personal contact)	Expert on Native Canadian Indians

QUESTION #6: How many activities which take place outside the school (e.g. field trips, museums) relate to learning about Canada?

TABLE 6

	No.	%
Most	4	31
Quite a Few	nil	
Some	3	23
Few	1	8
None	1	8
No Outside Activities	2	15
No Response	2	15

N= 13

Fifty-four percent of the activities relate to learning about Canada most or some of the time. Thirty-eight percent of the modern language teachers either did not respond to the question or show no activities relating to learning about Canada.

QUESTION #7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 7

Place Visited	No. of Times Mentioned	Purpose of Visit
Kapuskasing	1	A joint French-Geography field trip
Penetang	1	Students watched maple sugar made
C.D.W.	1	Theatrical Activities in Toronto
French Canadian Restaurants	1	In Toronto area
French Canadian "Sugaring-off"	2	Experience on a French farm
"Ecstasy of Rita Joe"	1	Musical Oratorio on Canadian Indian
Concert	1	By Gilles Vignault
Play - In School	1	The Maurice Machine and Me
Don Quijote Restaurant	1	Learn about Spain
El Cid Restaurant	1	" " "
Visite Interprovincial	1	Provide students with opportunity to use French
Quebec	1	One teacher taking group to Quebec
Spanish Restaurant	1	Provided insight into Spanish speaking population in Toronto

Other Comments

The following comments were made by two modern language teachers:

- Some of my most stimulating and pertinent extra curricular information (to the student) comes from current brochures - (travel, particularly) - and newspaper and magazine articles.

- With so much National Film Board material being produced it's too bad a special person or group does not classify and dispense films to particular disciplines (French, Science, etc.) on a calendar basis.

SECONDARY SCHOOL MUSIC

Five questionnaires were returned from the teachers of music in the five secondary schools in the sampling.

Tables 1A and 1B provide a summary of question number one. Each type of material used is listed along with the number of titles mentioned in each category as well as their source.

TABLE 1A

Material	Titles Mentioned	SOURCE							
		Non-Can.		Can. A/P		C.A./P.A.		C.P/A.A.	
		No.	%	No.	%	No.	%	No.	%
Textbooks	7	5	71	2	29				
Non-Texts (Fiction Biography, etc.	nil								
Reference Books	9	9	100						

N = 5

Table 1A shows a preponderance of both non-Canadian textbooks (71%) and reference books (100%)

TABLE 1B

Material	Titles Mentioned	SOURCE			
		Non-Can.		Can.	
		No.	%	No.	%
Films	1			1	100
Filmstrips	nil				
Slide Sets	nil				
Magazines & Periodicals	4	4	100		
Learning Kits	nil				
Simulation Games	nil				
Picture Sets	nil				

In Table 1B it will be noted that very few of the materials on the list are used by music teachers and although films used were 100% Canadian the fact that only one film was mentioned lowers the significance of the percentage. Magazines and periodicals, with four titles mentioned, were 100% non-Canadian.

QUESTION #2: If you use unpublished material to a significant degree, please indicate the source of your unpublished material.

TABLE 2

Source	Times Mentioned	%
Student Produced	nil	-
Teacher Produced	3	60
Professionally Produced in Canada	1	20
Professionally Produced Outside Canada	-	-
A Combination of Above	-	-
Other	-	-
No Response	1	20

N = 5

Eighty percent of the teachers indicated that they used unpublished material with teacher-produced material being favoured to professionally produced material in Canada at 3:1 ratio.

QUESTION #3: Do you regularly use approved textbooks (i.e as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

	Times Mentioned	%
Most of the Time	3	60
Frequently	2	40
Sometimes	nil	
Seldom	nil	
Never	nil	
No Response	nil	

N = 5

Sixty percent of the music teachers used approved textbooks most of the time and 40% used them frequently.

QUESTION #4 (a): Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

Four resource people were used by the five music teachers reporting on this item during the past year.

QUESTION #4 (b): Of all the resource people you have used in your classroom during the past twelve months describe the two most effective and state the nature of the subject discussed.

TABLE 4

Name of Resource Person	How He/She Might Be Contacted	Description of Program Provided
Russ Little Octet	Toronto Musician Assoc.	Jazz Concert
University of Western Ont. Wind Ensemble	Charles Dalkert, University of Western Ontario	Band Concert
Doug Riley	423-5220	Recording Producer

QUESTION #5 (a): Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

One resource person was used during the past twelve months who seemed to provide an increase in Canadian awareness.

QUESTION #5 (b): Please describe the two most effective resource people providing an increase in Canadian awareness that you had in your classroom during the past twelve months and state the nature of the subject matter discussed.

TABLE 5

Name of Resource Person	How He/She Might Be Contacted	Description of Program Provided
Doug Riley	423-5220	Recording Producer

QUESTION # 6: How many activities which take place outside the school(e.g. field trips, museums) relate to learning about Canada?

TABLE 6

	No.	%
Most	1	20
Quite a Few	1	20
Some	nil	
Few	1	20
None	1	20
No Outside Activities	1	20

N= 5

QUESTION #7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 7

Place Visited	No. of Times Mentioned	Purpose of Visit
Ottawa	1	Attended the C.M.E.A. Convention - Winter Break Played for few Sessions
Hanover, Ontario	1	Band Concert
Ontario Place	1	Band Concert
Moosonee	1	Performed at Education Centre and Visited Moose Factory
Trips to Other Schools In Area - Downtown, Toronto	1	
Quebec City	1	

SECONDARY SCHOOL COMMERCE

Seventeen questionnaires were returned from teachers of commerce in the five secondary schools in the sample.

Tables 1A and 1B provide a summary of question number one. Each type of material used is listed along with the number of titles mentioned in each category as well as their source.

TABLE 1A

Material	Titles Mentioned	SOURCE							
		Non-Can.		Can. A/P		C.A./P.A.		C.P./A.A.	
		No.	%	No.	%	No.	%	No.	%
Textbooks	48	5	10	35	73	4	8	4	8
Non-Texts (Fiction, Biography, etc.)	8	6	75	2	25				
Reference Books	27	4	15	19	70	1	4	3	12

Most of the textbooks and reference books used by commerce teachers are produced by Canadian authors and publishers whereas the non-texts are predominantly non-Canadian.

TABLE 1B

Material	Titles Mentioned	SOURCE			
		Non-Can.		Can.	
		No.	%	No.	%
Films	5	2	40	3	60
Filmstrips	2	2	100		
Slide Sets	nil				
Magazines & Periodicals	10	2	20	8	80
Learning Kits	1			1	100
Simulation Games	4			4	100
Picture Sets	nil				

Films, magazines & periodicals, learning kits and simulation games used by commerce teachers are mostly or totally Canadian as opposed to non-Canadian. Filmstrips, on the other hand, are non-Canadian.

QUESTION #2: If you use unpublished material to a significant degree, please indicate the source of your unpublished material.

TABLE 2

Source	Times Mentioned	%
Student Produced	nil	
Teacher Produced	7	41
Professionally Produced in Canada	2	12
Professionally Produced Outside Canada	nil	
A Combination of Above	2	12
Other	nil	
No Response	6	35

N= 17

Sixty-five percent of the commerce teachers report using unpublished material. Most (41%) of those reporting indicate that the material they use is teacher produced.

QUESTION #3: Do you regularly use approved textbooks (i.e as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

	Times Mentioned	%
Most of the Time	13	76
Frequently	2	12
Sometimes	1	6
Seldom	nil	
Never	nil	
No Response	1	6

N= 17

Eighty-eight percent of the commerce teachers report using approved textbooks most of the time or frequently.

QUESTION #4(a): Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

Some fifty-four resource people were used by the seventeen commerce teachers reporting on this item.

QUESTION #4(b): Of all the resource people you have used in your classroom during the past twelve months, describe the two most effective and state the nature of the subject matter discussed.

TABLE 4

Name of Resource Person	How He/She Might be Contacted	Description of Program Provided
Mr. C. Young	T. Eaton Company	Market Research
Mr. Oliver	Can. Advertising & Advisory Board	Advertising pros and cons
Len Ovens	C.P.R.	Labour Relations
Harold Linden	Can. Bar Assoc. Office in Simpson's Tower	Contract Law, advise on curriculum
B. D. Crookes	Don Mills Rotary	Comparison of Acct. Degrees Beginning a small business
J. Logan	National Trust	Investments, especially in stocks
Mr. Hansler	Quindata Ltd.	Word Processing
Anne Piper	Bell Canada	Job Interviews
Llewellyn	Telephone	Law-Property-Marriage
Brad Joseph	Former student	Automotive business
Brian Nash	223-3444	Collections
J. Carpenter	Ed. Services IBM	Word Processing, Comm.
Mrs. Renee Shrott	Workers' Overload	Interview & testing for jobs
Mr. Birnbaum	367-7441	Law- Criminal Code

QUESTION #5(a): Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

These teachers of commerce used twenty-five resource people who provided an increase in Canadian awareness, during the past year.

QUESTION #5(b): Please describe the two most effective resource people providing an increase in Canadian awareness that you have had in your classroom during the past twelve months and state the nature of the subject matter discussed.

TABLE 5

Name of Resource Person	How He/She Might be Contacted	Description of Program Provided
Mr. C. Young	T. Eaton Co.	Market Research
Mr. Oliver	Can. Advertising Advisory Board	Advertising - pros and cons
Legal student	York University - Osgood Hall School	Talk to students
B.D. Crookes	Don Mills Rotary	Comparison of Accounting Degrees - Beginning a small business
J. Logan	National Trust	Investments - especially in stocks
Brad Joseph	Former student	Automotive business
Brian Nash	223-3444	Collections

QUESTION #6: How many activities which take place outside the school (e.g. field trips, museums) relate to learning about Canada?

TABLE 6

	No.	%
Most	4	24
Quite a few	nil	
Some	2	12
Few	1	6
None	nil	
No Outside Activities	6	35
No Response	4	24

N= 17

Most teachers reported either no outside activities, or did not respond. Of the seven teachers who do have outside activities, four said most of them were related to learning about Canada, two reported that some were, and one teacher stated that few of his outside activities were so related.

QUESTION #7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 7

Place Visited	No. of Times Mentioned	Purpose of Visit
General Motors Can. Ltd.	1	
Yardley of London	1	
Foster Advertising Co.Ltd.	1	
Continental Can.Co. Ltd.	1	
Police Headquarters (Jarvis St.)	2	
O.I.S.E.	1	To study - Consumer Game
Police Museum	1	Problems in apprehending suspects and obtaining convictions, "Evidence Act", nature of crime, types of crime, avoidance of punishment system
Police Station	1	Controlling crime, preventative crime, training of officers, investigation techniques
Courts	5	Structure and procedure of criminal court. Spectators in court. Witness court cases. Awareness of rules and laws of our society.

Most of the places visited involve the study of Canadian Law or business practices.

SECONDARY SCHOOL HOME ECONOMICS/SHOPS

The sample for Home Economics and Shops is rather small as it consists of only four people. Since staffs in these departments in secondary schools are also small it is hoped that the data reported is fairly typical.

The nature and sources of commonly used classroom materials are delineated in Tables 1A and 1B which follow.

TABLE 1A

Material	Titles Mentioned	SOURCE							
		Non-Can.		Can. A/P		C.A./P.A.		C.P./A.A.	
		No.	%	No.	%	No.	%	No.	%
Textbooks	23	13	57	10	43				
Non-Texts (Fiction, Biography, etc.)	1			1	100				
Reference Books	15	11	73	4	27				

TABLE 1B

Material	Titles Mentioned	SOURCE			
		Non-Can.		Can.	
		No.	%	No.	%
Films	6	4	67	2	33
Filmstrips	9	8	89	1	11
Slide Sets	6	2	33	4	67
Magazines & Periodicals	7	3	43	4	57
Learning Kits	4	4	100		
Simulation Games	1	1	100		
Picture Sets	Nil				

Many textbooks are used, especially by the Home Economics teachers and they tend to use slightly more non-Canadian books (57%). This is also true of the reference books used, 73% of which originate outside of Canada. There is only one non-text listed and it is Canadian.

Slide sets (67%) and Magazines and Periodicals (57%) are predominately Canadian but other supplementary learning materials are not. Sixty-seven percent of films, 89% of filmstrips, and 100% of learning kits and simulation games are produced outside of Canada.

QUESTION #2: If you use unpublished materials to a significant degree, please indicate the source of your unpublished material.

TABLE 2

Source	Times Mentioned	%
Student Produced	1	25
Teacher Produced	2	50
Professionally Produced in Canada	nil	
Professionally Produced Outside Canada	nil	
A Combination of Above	1	25
Other	nil	
No Response	nil	

N=4

Teacher-produced material is used by 50% of the teachers, 25% use student-produced material and 25% use a combination of student-teacher produced material.

QUESTION #3: Do you regularly use approved textbooks (i.e. as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

	Times Mentioned	%
Most of the Time	4	100
Frequently	nil	
Sometimes	nil	
Seldom	nil	
Never	nil	
No Response	nil	

N=4

All teachers report that they use approved textbooks most of the time.

QUESTION #4(a): Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

The Home Economics and Industrial Arts teachers reported that they used eight resource people in this period.

QUESTION #4(b): Of all the resource people you have used in your classroom during the past twelve months, describe the two most effective and state the nature of the subject matter discussed.

TABLE 4

Name of Resource Person	How He/She Might be Contacted	Description of Program Provided
Mrs. Powell Brown	Powell Brown Nursery School Hucknell Road, Downsview	Emotionally Disturbed Children
Social Worker	Children's Aid Society	Adoption, Foster Children Battered Children
Chinese Student	Ontario Institute For Studies in Education	Culture - China
Representative	Alcoholics Anonymous	Alcoholism
Probation Officer	Dept. of Correctional Services North York and Weston	Juvenile Delinquency
Social Worker	Family Services Assn.	Problems in Marriage
Realtor	A.E. LePage	Insight into Real Estate Broker's Role
Fashion Co-ordinator	Dominion Textiles	Fashion Arts

The emphasis in most of the programs presented by resource people was on social problems including emotionally disturbed children, adoption, foster children and battered children, alcoholism, juvenile delinquency and marriage problems. A graduate student from China presented a picture of Chinese culture. In a more traditional vein, there were also programs on fashion arts and real estate.

QUESTION #5(a): Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

These teachers indicated that three of the resource people who came to their classrooms fostered an increase in Canadian awareness.

QUESTION #5(b): Please describe the two most effective resource people providing an increase in Canadian awareness that you have had in your classroom during the past twelve months and state the nature of the subject matter discussed.

TABLE 5

Name of Resource Person	How He/She Might be Contacted	Description of Program Provided
Social Worker	Children's Aid Society	Adoption and Battered Children
Probation Officer	Dept. of Correctional Services	Juvenile Delinquency
Social Worker	Family Services Assn.	Problems in Marriage

QUESTION #6: How many activities which take place outside the school (e.g. field trips, museums) relate to learning about Canada?

TABLE 6

	No	%
Most	2	50%
Quite A Few	nil	
Some	nil	
Few	nil	
None	nil	
No outside activities	1	25%
No response	1	25%

N= 4

For two of the teachers (50%) most of their outside activities relate to learning about Canada, one (25%) is not involved in any outside activities and one did not respond to this question.

QUESTION #7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 7

Place Visited	No. of Times Mentioned	Purpose of Visit
Housing Market	1	New Types - Condominiums (single, attached & detached) - Community Planning - Meadowvale
Jr. & Sr. Kindergartens	1	Observing Children for Reactions and Understanding
Interior Decoration - Elte Carpet	1	Realize Availability on Canadian Market
Eaton's Furniture Rooms	1	
National Drapery	1	
General Motors of Oshawa	1	Observe large Canadian Car Manufacturing Plant
Steel Co. of Canada - Hamilton	1	Observe Operation of Steel Making

Visits to an automobile and a steel plant, an exploration of the new types of housing available and a look at community planning, observation of children in kindergartens and Canadian approaches to interior decorating were among the highlights of visits teachers considered most worthwhile in learning about Canada.

SECONDARY SCHOOL FINE ARTS

Ten questionnaires were returned from teachers of fine arts in the five secondary schools in the sample.

The tables below provide a summary of question number one. Each type of material used is listed along with the number of titles mentioned in each category as well as their source

TABLE 1A

Material	Titles Mentioned	SOURCE							
		Non-Can.		Can.A/P		C.A./P.A.		C.P./A.A.	
		No.	%	No.	%	No.	%	No.	%
Textbooks	5	1	20	4	80				
Non-Texts (Fiction, Biography, etc.)	nil								
Reference Books	15	14	93	1	7				

Although most (80%) of the textbooks mentioned are produced by Canadian authors and publishers, over 90% of the reference books mentioned are non-Canadian. This pattern prevails amongst almost all other materials listed by art teachers. Although few in number, all of the films, filmstrips, slide sets and picture sets mentioned are non-Canadian as are most (78%) of the eighteen magazines and periodicals.

The following comment was made by an art teacher concerning slide sets.

> "At present am on committee preparing comprehensive collection of art history slides headed by John Mergler. Have started with Canadian art and have been able to tap Canadian sources".

TABLE 1B

Material	Titles Mentioned	SOURCE			
		Non-Can		Can.	
		No.	%	No.	%
Films	2	2	100		
Filmstrips	1	1	100		
Slide Sets	5	5	100		
Magazines & Periodicals	18	14	78	4	22
Learning Kits	nil				
Simulation Games	nil				
Picture Sets	1	1	100		

QUESTION #2: If you use unpublished material to a significant degree, please indicate the source of your unpublished material.

TABLE 2

Source	Times Mentioned	%
Student Produced	3	30
Teacher Produced	4	40
Professionally Produced in Canada	1	10
Professionally Produced Outside Canada	nil	
A Combination of Above	1	10
Other	nil	
No Response	1	10

N= 10

Almost half (40%) of the art teachers indicate that the unpublished material they use is teacher produced, while a further third (30%) indicate that this material is produced by students. A large percentage (90%) of the art teachers indicate that they do use unpublished material to a significant degree.

QUESTION #3: Do you regularly use approved textbooks (i.e. as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

	Times Mentioned	%
Most of the Time	2	20
Frequently	1	10
Sometimes	3	30
Seldom	1	10
Never	nil	
No Response	3	30

N= 10

A third (30%) of the art teachers use approved textbooks either most of the time or frequently, a further third use these textbooks only some of the time. Thirty percent of the art teachers did not respond to this item, possibly indicating that textbooks are not often used in art programs.

QUESTION #4(a): Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

Some fourteen resource people were used by the ten art teachers reporting on this item during the past year.

QUESTION #4(b): Of all the resource people you have used in your classroom during the past twelve months describe the two most effective and state the nature of the subject matter discussed.

TABLE 4

Name of Resource Person	How He/She Might be Contacted	Description of Program Provided
Ken Dudley	Milneford Jr. High School	Excellent presentation of Eskimo Culture Art
Alan Falconer	111 Howland Ave., Toronto	Slides - super graphics and light sculpture
Wendy Toogood		Slides and workshop -fabric applique
Robin Budd & Rod Heading		Animator - film - Metric System
David Campbell		Printmaking on a A.S.S. Grant
Don Piper	50 Admiral, Toronto	Advertising
Jim Puckett	482-2149	Package Design & Const.
Professional Artist		Demonstrations

Most resource people listed seem to have provided information in particular art areas for which they have some expertise or background.

QUESTION #5(a): Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

Seven resource people were used during the past year who seemed to provide an increase in Canadian awareness.

QUESTION #5(b): Please describe the two most effective resource people providing an increase in Canadian awareness that you have had in your classroom during the past twelve months and state the nature of the subject matter discussed.

TABLE 5

Name of Resource Person	How He/She Might be Contacted	Description of Program Provided
Ken Dudley	Milneford Jr. H.S.	Excellent presentation of Eskimo Culture and Art
Wendy Toogood		Slides and workshop Fabric applique banners
Professional Artists		Illustrated demonstrations

QUESTION #6: How many activities which take place outside the school (e.g. field trips, museums) relate to learning about Canada?

TABLE 6

	No.	%
Most	5	50
Quite a Few	2	20
Some	nil	
Few	1	10
None	1	10
No Outside Activities	1	10

N= 10

Half (50%) of the art teachers indicate that most of the activities which involve pupils in extracurricular trips relate to learning about Canada. The rest of the respondents offered a variety of responses to this question.

One comment made by a teacher indicates the concern regarding Canadian awareness.

> "The art programme at my school is designed and taught by six professional artists. We couldn't do our job if we were lacking in awareness about things Canadian".

QUESTION #7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 7

Place Visited	Times Mentioned	Purpose of Visit
Royal Ontario Museum	1	All visiting experiences are reviewed in the contemporary Canadian experience and given a perspective which will better enable the young student to understand what being a Canadian means
Pioneer Village	1	
Art Galleries	3	
Macdonald Block of Parliament Buildings	1	
McMichael Collection, Kleinburg	3	Canadian Art
Dominion Tower	2	Collection of Eskimo sculpture
Tours of Commercial Art Galleries in town	2	
Special Exhibitions such as Craft Exhibition at the O'Keefe	1	
Can. Guild of Potters	1	To see all Canadian ceramics
Can. Guild Crafts Store	1	" " " " "
Can. Guild Crafts Gallery	1	" " " " "
The Village Weaver	1	" " " " "
Sheridan School of Design	1	To observe possibilities for art education in Canada
The Pottery Studio of Liz and Peter Coviello	1	Canadian Potters
Shopping Plazas		To view ads, store locales, posters, window display, etc.
Architectural - walking tour of downtown Toronto	1	To observe painting, sculpture or architecture (mostly Canadian)

SECONDARY SCHOOL PHYSICAL EDUCATION

Fifteen questionnaires were returned by teachers of physical education in the five secondary schools in the sample. Tables 1A and 1B list the types of materials used by these teachers, as well as the number of titles in each category, and the sources of those titles.

TABLE 1A

Material	Titles Mentioned	SOURCE							
		Non-Can.		Can.A/P		C.A./P.A.		C.P./A.A.	
		No.	%	No.	%	No.	%	No.	%
Textbooks	19	5	26	11	58	2	11	1	5
Non-Texts (Fiction, Biography, etc.)	2			2	100				
Reference Books	16	12	75	4	25				

Table 1A reveals that the texts and non-texts used by the physical education teachers tend to have Canadian sources, on the other hand, 75% of the reference books listed are non-Canadian. Table 1B shows that films are the only material mentioned in a significant number. Eighty-six percent of the films used are non-Canadian, the rest of the materials are divided fairly evenly between Canadian and non-Canadian sources.

TABLE 1B

Material	Titles Mentioned	SOURCE			
		Non-Can.		Can.	
		No.	%	No.	%
Films	7	6	86	1	14
Filmstrips	3	1	33	2	67
Slide Sets	nil				
Magazines and Periodicals	5	3	60	2	40
Learning Kits	3	1	33	2	67
Simulation Games	2	1	50	1	50
Picture Sets	nil				

QUESTION #2: If you use unpublished material to a significant degree, please indicate the source of your unpublished material.

TABLE 2

Source	Times Mentioned	%
Student Produced	nil	
Teacher Produced	7	47
Professionally Produced in Canada	1	7
Professionally Produced Outside Canada	nil	
A Combination of Above	6	40
Other	1	7
No Response	-	-

N= 15

All of the physical education teachers use unpublished material to a significant degree, with seven of the fifteen teachers reporting that their material was teacher produced. Another six stated that their material was from a combination of the sources listed. One teacher said his unpublished material was professionally produced in Canada, and one teacher indicated that his material was from a source other than those listed.

QUESTION #3: Do you regularly use approved textbooks (i.e. as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

	Times Mentioned	%
Most of the Time	4	27
Frequently	nil	
Sometimes	5	33
Seldom	3	20
Never	nil	
No Response	3	20

N= 15

Table 3 shows that four teachers use approved texts most of the time, five teachers use them sometimes, and three teachers seldom give preference to approved texts. Three teachers did not respond to this item.

QUESTION #4(a): Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

Twenty-one resource people were used by the teachers of physical education.

QUESTION #4(b): Of all the resource people you have used in your classroom during the past twelve months, describe the two most effective and state the nature of the subject matter discussed.

TABLE 4

Name of Resource Person	How to Contact	Description of Program
Robt. Haynes	Not Indicated	Self-defence instruction
Ian Kerr	Not Indicated	Self-defence instruction
Sue Johannsen	N.Y. Bd. of Health	Venereal disease, birth control
Walter Byk	Ontario Science Centre	The Pill
Mrs. Barbara Glennie	(personal friend)	Birth of child
Mrs. Bebell	Can. Cancer Society	Film and question period
Dr. Khan	Not Indicated	Neuro-Surgeon
Ron Hickey	Red Cross	Ambulance and First Aid
Greg Yarmiske	Clifton Golf School	Golf Instruction
Numerous people at Mental Health Wards	North York Gen.Hosp. Scarborough " "	Discussion
Dept. of Public Health	North York Branch	Venereal Disease, Sexuality

QUESTION #5(a): Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

The teachers of physical education used no resource persons who provided an increase in Canadian awareness.

QUESTION #6: How many activities which take place outside the school (e.g. field trips, museums) relate to learning about Canada?

TABLE 5

	No.	%
Most	1	7
Quite a Few	nil	
Some	2	13
Few	4	27
None	3	20
No Outside Activities	1	7
No Response	4	27

N= 15

One physical education teacher reports that most of his outside activities relate to learning about Canada. Two teachers said some, and four teachers said few, of their outside activities were so related. One teacher indicated no outside activities, and four teachers did not respond to this question.

QUESTION #7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 6

Place Visited	Times Mentioned	Purpose of Visit
Hart Lake	2	Outdoor Education
Algonquin Park	2	Appreciation of natural beauty of Canada
Uplands Ski Hole, other facilities in area	3	Recreation, Skill

The places visited by these teachers and their classes would give the students an appreciation of the natural beauty, and outdoor activities of Canada.

SECONDARY GEOGRAPHY

Fourteen questionnaires were returned by geography teachers in the 5 secondary schools in the sample.

Tables 1A and 1B provide a summary of responses for question number one. Each type of material used is listed along with the number of titles mentioned in each category as well as their source.

TABLE 1A

Material	Titles Mentioned	SOURCE							
		Non-Can.		Can.A/P		C.A./P.A.		C.P./A.A.	
		No.	%	No.	%	No.	%	No.	%
Textbooks	30	3	10	27	90				
Non-Texts (Fiction Biography, etc.)	16	2	13	12	75			2	13
Reference Books	32	6	19	24	75			2	6

Most of the textbooks (90%), non-texts (75%) and reference books (75%) used by geography teachers are Canadian in origin.

TABLE 1B

Material	Titles Mentioned	SOURCE			
		Non-Can.		Can.	
		No.	%	No.	%
Films	12	5	42	7	58
Filmstrips	14	9	64	5	36
Slide Sets	3	2	67	1	33
Magazines & Periodicals	10	5	50	5	50
Learning Kits	9	2	22	7	78
Simulation Games	6	5	83	1	17
Picture Sets	2	1	50	1	50

Approximately two-thirds of the filmstrips and slide sets used are non-Canadian, as are 83% of simulation games. More than three-quarters (78%) of the learning kits, however, are Canadian as are 58% of the films and 50% of the magazines and periodicals.

QUESTION #2: If you use unpublished material to a significant degree please indicate the source.

TABLE 2

Source	Times Mentioned	%
Student Produced	2	14
Teacher Produced	8	57
Professionally Produced in Canada	2	14
Professionally Produced Outside Canada	1	7
A Combination of Above	1	7
Other	nil	
No Response	nil	

N= 14

All of the geography teachers report using unpublished material from some source. More than half (57%) indicate that such material is teacher produced.

QUESTION #3: Do you regularly use approved textbooks (i.e. as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

	Times Mentioned	%
Most of the Time	4	28
Frequently	4	28
Sometimes	6	43
Seldom	nil	
Never	nil	
No Response	nil	

N= 14

All of the geography teachers report that they use approved textbooks at least some of the time. Approximately one quarter (28%) use them most of the time, a further quarter (28%) use them frequently and almost half (43%) use them sometimes.

QUESTION #4(a): Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

Some twenty different resource people have been used by the geography teachers who reported on this question.

QUESTION #4(b): Of all the resource people you have used in your classroom during the past twelve months, describe the two most effective and state the nature of the subject matter discussed.

TABLE 4

Name of Resource Person	How He/She Might be Contacted	Description of Program Provided
John Weston	Ben Vass U.C.L.A. Dept. Geography	Development Malawi
Dr. W.R. Wrightman - U.W.O.	Personal Friend	Intro. to Historical Geography at University
Louise McKenzie & Ruth Kelly	Pollution Probe	Garbage Recycling
Mr. Jim McCulloch	Environment Canada	Upper Atmosphere
Smith	Farmer - Vineland	Question Period-Res. Person
Planner	St. Catharines	Letter Document
		People or Planes - Pickering Airport
Geography Co-ordinator, Ben Vass	North York Board	Planning a unit of work in The Atlantic Region

QUESTION #5(a): Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

Nine people were listed by geography teachers as providing an increase in Canadian awareness. All of those resource people listed in answer to this question were also mentioned in answer to the previous question.

QUESTION #5(b): Please describe the two most effective resource people providing an increase in Canadian awareness that you have had in your classroom during the past twelve months and state the nature of the subject matter discussed.

TABLE 5

Name of Resource Person	How to Contact	Description of Program
Smith Planner	Farmer - Vineland St. Catherines	Question period, resource person Letter Document People or Planes - Pickering Airport
Geography - Co-ordinator, Ben Vass	North York Board	Planning a unit of work on the Atlantic Region

QUESTION #6: How many activities which take place outside the school (e.g. field trips, museums) relate to learning about Canada?

TABLE 6

	No.	%
Most	10	71
Quite a few	1	7
Some	nil	
Few	3	21
None	nil	
No Outside Activities	nil	

N= 14

Almost three quarters (71%) of the geography teachers report that most of the activities which take place outside the school relate to learning about Canada.

QUESTION #7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 7

Place Visited	No. of Times Mentioned	Purpose of Visit
Peterborough	3	To learn about the geographical features of our area - landforms, farming, sewage treatment, etc.
Warsaw Caves	1	
Norwood Esker	1	
Richmond Hill	1	Water and sewage treatment plants, stream pollution and water studies
Don & Humber Rivers	1	
Farms	1	1 mixed, 1 dairy
Royal Ontario Museum	2	Dealt with the geomorphology of Ontario
Statistics Canada Library	1	Dealt with census data and the economic geography of Canada
Ontario Science Centre	1	
Planetarium	1	
Don Valley	1	Physical Study
Albion Hills	3	Conservation, physical study, cultural, rural
Black Creek, Pioneer Village	1	The early settlers changing the environment
Land forms of S. Ontario - traverse	1	Relationship of man to environment
Stelco and Hamilton	2	Industrial location of heavy industry and effects - resource use - site analysis
Pickering nuclear plant	1	Energy requirements for future growth and results
Toronto Waterfront Project	1	For participation into local recreation project
Don River Study	1	Understanding and planning a local river environment
Spadina Transportation Route	1	Pros. and cons. of expressways to urban centre
Downtown Toronto	1	Analysis of function of C.B.D.
Toronto Cultural Study and Kensington Market	1	Understanding and appreciation of Canadian mosaic

Place Visited	No. of Times Mentioned	Purpose of Visit
Local River Valley	1	Planning and improving their own neighbourhood
Niagara Escarpment and surrounding area	1	A region in transition
Niagara Peninsula	1	Factors affecting land use in central Canada
Toronto	1	Study of landforms and relationship of landform layout to historical development and present day land use
Niagara Region	1	Urban sprawl
Small Village Kleinburg - Bolton	1	Urban studies

SECONDARY SCHOOL HISTORY/SOCIAL SCIENCE

Twenty-one questionnaires were returned by history teachers in the five secondary schools in the sample.

The tables below (Tables 1A and 1B) provide a summary of responses for question number one. Each type of material used is listed along with the number of titles mentioned in each category as well as their source.

TABLE 1A

Material	Titles Mentioned	SOURCE							
		Non-Can.		Can. A/P		C.A./P.A.		C.P./A.A.	
		No.	%	No.	%	No.	%	No.	%
Textbooks	36	4	11	31	86	1	3		
Non-Texts (Fiction, Biography, etc.)	19	7	37	12	63				
Reference Books	39	12	31	27	69				

Most (86%) of the textbooks used by history teachers are Canadian as are approximately two-thirds (63%) of the non-texts and two-thirds (69%) of the reference books.

Slightly more than half (55%)of the films, however, and almost three-quarters (72%) of the filmstrips used are non-Canadian.

TABLE 1B

Material	Titles Mentioned	SOURCE			
		Non-Can.		Can.	
		No.	%	No.	%
Films	20	11	55	9	45
Filmstrips	18	13	72	5	27
Slide Sets	3	1	33	2	67
Magazines & periodicals	16	4	25	12	75
Learning Kits	5	1	20	4	80
Simulation Games	4	3	75	1	25
Picture Sets	2	2	100		

QUESTION #2: If you use unpublished material to a significant degree, please indicate the source of your unpublished material.

TABLE 2

Source	Times Mentioned	%
Student Produced	1	5
Teacher Produced	6	29
Professionally Produced in Canada	nil	
Professionally Produced Outside Canada	nil	
A Combination of Above	2	10
Other	nil	
No Response	12	57

N= 21

Although less than half (43%) of the history teachers report using unpublished material, most (29%) of those reporting indicate that the material they use is teacher produced.

QUESTION #3: Do you regularly use approved textbooks (i.e. as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

	Times Mentioned	%
Most of the Time	7	33
Frequently	8	38
Sometimes	4	19
Seldom	1	5
Never	nil	
No Response	1	5

N= 21

A third (33%) of the history teachers report that they use approved textbooks more frequently than supplementary textbooks most of the time while a further third (38%) indicate that they make use of approved texts frequently. No history teacher reported that he/she never used approved textbooks.

QUESTION #4(a): Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

Some sixty-seven different resource people have been used by the twenty-one history teachers who reported on this question. This very significant number would seem to indicate a commitment on the part of these teachers towards providing the students with a wide variety of information from many sources.

QUESTION #4(b): Of all the resource people you have used in your classroom during the past twelve months describe the two most effective and state the nature of the subject matter discussed.

TABLE 4

Name of Resource Person	How He/She Might Be Contacted	Description of Program Provided
Justice E. Hall	Law Society, Legal Aid	Changes in Civil and Criminal Law in Canada
Representative	United Farm Workers	Discussion re boycott Labour Unions
Dick Smyth	C.H.U.M.	Views on Canadian Nationalism
Rev. J. McAllister	889-3569	The Charismatic Movement
Mr. Ennis	Dept. of Correction Services	Outline - Juvenile and Probation Work
Capt. J.R. Cowan	O.P.P. - Downsview	Role of Police - Question and Answer
Indian Leader	Through student	Problems faced
French Canadian Friend		Feelings and attitudes
Mrs. B. Sutherland	Borough Office	Discussion of Borough Politics
Mrs. R. McKinnon	N.Y. Bd. of Ed., Psychological Services	Testing Procedures
Miss Sue Gaff	N.Y. General Hospital	Addictions
Mr. L. Altilia	Regis College	Lecture on Jesuits
Mrs. Isefte	R.O.M.	Archaeology
Prof. Schwartz	University of York	American Economic Influence in Canada
Prof. Byers	University of York	Lecture and discussion - Canadian and American Relations
Sgt. Police from Scarborough	Div. Hall, Scarborough	Talk about police work - this city

QUESTION #5(a): Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

The history teachers report that twenty-five resource people providing an increase in Canadian awareness were used in the past twelve months. A number of the resource people noted as being most effective were also listed in response to the previous question. In the area of history it would seem that the most effective resource people tend to be those who deal with topics which stimulate an increase in Canadian awareness.

QUESTION #5(b): Please describe the two most effective resource people providing an increase in Canadian awareness that you have had in your classroom during the past twelve months and state the nature of the subject matter discussed.

TABLE 5

Name of Resource Person	How He/She Might Be Contacted	Description of Program Provided
Justice E. Hall	Law Society - Legal Aid	Changes in Civil and Criminal Law in Canada
C.Bolt and Co.	Young People's Theatre	Musical Play
Dick Smyth	C.H.U.M.	Views on Canadian Nationalism
Mr. Ennis	Dept. of Correction Services	Outline - Juvenile and Probation Work
Capt. J.R. Cowan	O.P.P. Downsview	Role of Police
Indian Leader	Through student	Problems faced by Indians
Teachers - other subject areas - Geography, French, English		
French Canadian Friend		Feelings and attitudes
Prof. Byers	York University	Lecture and discussion re Canadian - American relations
Gary Smith	College of Education	Lecture on Laurier
Rabbi Tarlow	Beth-Am Congregation Toronto	Tour of Synagogue

QUESTION #6: How many activities which take place outside the school (e.g. field trips, museums) relate to learning about Canada?

TABLE 6

	No.	%
Most	4	19
Quite a Few	3	14
Some	1	5
Few	3	14
None	4	19
No Outside Activities	3	14
No Response	3	14

N= 21

Almost one-fifth (19%) of the history teachers report that most of the activities which take place outside the school relate to learning about Canada. A further fifth (19%) indicate that at least some of their activities are Canadian oriented. A fairly significant 33% of history teachers indicate either that none of the outside activities relate to learning about Canada or that they do not participate in such activities.

QUESTION #7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 7

Place Visited	No. of Times Mentioned	Purpose of Visit
Local Area Visits - e.g. Beaches of Toronto	1	
Local Municipal Offices, North York	2	
Local Churches	1	
Royal Ontario Museum	3	Depts. of Egyptian, Greek or Roman Studies
St. Marie	1	Among the Hurons
Pioneer Village	1	
Dundurn Castle	1	
Queenston Heights	1	
Ontario Legislature	1)	All of these visits were part of the Man in Society and World Politics courses to help the student develop an awareness of the community in which they live.
John Howard Society	1)	
North York United Way Services	1)	

Table 7 continues .....

TABLE 7 (continued)

Place Visited	No. of Times Mentioned	Purpose of Visit
Cross Cultural Communications Centre	1	
The Local Library	1	
Probation Services	1	
Correctional Services	1	
North York General Hospital	1	
Planetarium	1	
Black Creek - Pioneer Village	1	Compare - Pioneer and Modern Economics and changes in Pioneer Economy from self-sufficient to specialization and trade
Toronto Stock Exchange	1	Workings of the Exchange and modern equipment
Toronto Dominion Bank Building	1	Introduction to Business Core

SECONDARY SCHOOL RESOURCE LIBRARIANS

The resource librarians felt that because of the role they play in the schools it was not possible for them to answer this questionnaire meaningfully. Three out of the four who responded, however, provided general comments on the Canadian content of materials available through the resource centres. These are reproduced verbatim below.

. As a resource librarian there are some general comments I have to make with reference to the book collection in our own school. Our selection of Canadian history books at the senior level is good and is well used by the history department. In our fiction collection we are selecting Canadian writers such as Lawrence, Atwood and many authors in the Canadian Series. There is a senior level English course on Canadian literature. However more critical material is needed on Canadian writers. Reference material such as the Canadiana Encyclopedia, the Dictionary of Canadian Biography, Historical Atlases, Almanacs and yearbooks are well used.

There have been several good series on Canada in the geography area but more material is still needed especially on urban areas. There are also several good geography kits. More material needed in the social science area e.g. ethnic groups in Canada. The Vertical file, consisting of newspaper clippings (Glob and Star) and various magazines is extremely well used and very important.

. Because of the nature of the survey, it is not appropriate to list the materials used in the Learning Resource Centre. Therefore, a few general remarks may be preferable.

1. There seems to be sufficient Canadian produced material (print and non-print) on Canadian geography at the secondary school level - but Canadian geography is not necessarily studied.

2. Canadian history - sufficient materials available at Grade 13 level-little at Grade 9/10 although improving.

3. Canadian social sciences - relatively little available although strong in a very few specific areas.

4. Canadian science - very little available by Canadians or about Canadian science materials.

5. Canadian literature - lots available especially at senior level although dearth of critical material on Canadian literature, most teachers pushing for Canadian literature, including French Canadian.

Our school Resource Centre is continually acquiring Canadian oriented materials in increasing amounts. Acquisitions are based on recommendations from subject teachers, reviews in Canadian newspapers and periodicals, examination by librarians of materials brought to the school by publishers' representatives or at book displays. As a result most materials purchased are appropriate. Currently a committee of North York Librarians and teachers is compiling a comprehensive list of a variety of materials on Canada recommended for purchase by school libraries.

The Canadian oriented materials we have are in great demand in this school. Many students have been doing reading and research assignments on a wide variety of topics on Canada. These assignments have come from History, Geography, English, Family Studies, Man in Society, Economics, Art, World Politics, World Religions, General Science, Biology, French courses and have been at all grade levels.

From my experience as a school librarian, I would say that the quantity of Canadian oriented material in this school is increasing and the quality is improving. Canadian awareness among students is strong and increasing.

QUESTION: Approximately how may different resource people (specialists, speakers, etc.) did you use in the past twelve months?

Name of Resource Person	How to Contact	Description of Program
Prof. Blostein	School Library Dept.	Provide lists and talks about materials suitable for High School Resource Centre
Prof. Scott	Faculty of Education University of Toronto	Talks on Canadian Publishers

QUESTION: Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

Name of Resource Person	How to Contact	Description of Program
Prof. Blostein	School Library Dept.	Provide lists and talks about materials suitable for High School Resource Centre
Prof. Scott	Faculty of Education, University of Toronto	Talks on Canadian Publishers

SECONDARY SCHOOL "OTHER"

There were fifteen responses from teachers in the "Other" category. This includes guidance personnel and teachers of classics.

A list of the most commonly used materials and their sources are contained in Tables 1A and 1B

TABLE 1A

Material	Titles Mentioned	SOURCE							
		Non-Can.		Can. A/P		C.A./P.A.		C.P./A.A.	
		No.	%	No.	%	No.	%	No.	%
Textbooks	26	12	46	13	50			1	4
Non-texts (Fiction Biography, etc.)	12	7	58	4	33			1	8
Reference Books	21	14	67	7	33				

TABLE 1B

Material	Titles Mentioned	SOURCE			
		Non-Can.		Can.	
		No.	%	No.	%
Films	6	5	83	1	17
Filmstrips	3	1	33	2	67
Slide Sets	4	4	100	-	-
Magazines and Periodicals	13	6	46	7	54
Learning Kits	4	3	75	1	25
Simulation Games	-	-	-	-	-
Picture Sets	1	1	100		

Textbooks of Canadian origin have a slight edge in use with 50% of the twenty-six titles mentioned having both a Canadian author and publisher and another 4% having a Canadian publisher.

Fifty-eight percent of non-texts are non-Canadian in origin as are 67% of the reference books used.

Among other materials used there is again a heavy weighting in favour of non-Canadian origin - films (83%), slide sets (100%), learning kits (75%) and picture sets (100%). However, there is the reverse situation, which is unusual for filmstrips, 67% of which are Canadian produced, and for magazines and periodicals, 54% of which are published in Canada.

QUESTION #2: If you use unpublished material to a significant degree please indicate the source.

TABLE 2

Source	Times Mentioned	%
Student Produced	1	7
Teacher Produced	7	47
Professionally Produced in Canada	3	20
Professionally Produced Outside Canada	1	7
A Combination of Above	2	14
Other	1	7

N= 15

The major percentage (47%) of unpublished materials are teacher produced. Twenty percent are professionally produced in Canada, another 14% are produced by a combination of sources, 7% are student produced and 7% come under the category of "other".

QUESTION #3: Do you regularly use approved textbooks (i.e. as listed in Circular 14 or the Board approved textbook lists) more frequently than supplementary textbooks?

TABLE 3

	Times Mentioned	%
Most of the Time	8	53
Frequently	-	-
Sometimes	-	-
Seldom	2	13
Never	1	7
No Response	4	27

N= 15

Approved textbooks are used by the majority most of the time (53%), seldom by only 13% and never by 7%.

QUESTION #4(a): Approximately how many different resource people (specialists, speakers, etc.) did you use in the past twelve months?

This group of teachers used 38 resource people during the past year.

QUESTION #4(b): Of all the resource people you have used in your classroom during the past twelve months, describe the two most effective and state the nature of the subject matter discussed.

TABLE 4

Name of Resource Person	How He/She Might be Contacted	Description of Program Provided
Alan Hill	University of Toronto, Resource Officer	Occupational Information via parents to students
Engineering Dept.	Seneca College	College orientation
Art and Science	York University	College orientation
Peter Nodus (Psychologist)	North York Board of Education	Human Relations, Sexuality
Prof. Virginia Hunter	York University	Women in Society, Yesterday and Today
David Clark	C.W. Jefferys S.S.	Greek Pottery
Howard Lende	York University	Mime

There is a heavy guidance orientation here with representatives of the Universities and the Colleges of Applied Arts and Technology providing information on post-secondary opportunities. There is also a series of programs on human relations and sexuality, women in society - past and present, Greek pottery and mime.

QUESTION #5(a): Approximately how many different resource people providing an increase in Canadian awareness did you use in the past twelve months?

Seven resource people who were brought to the secondary schools by this group of teachers provided an increased Canadian awareness.

QUESTION #5(b): Please describe the two most effective resource people providing an increase in Canadian awareness that you have had in your classroom during the past twelve months and state the nature of the subject matter discussed.

TABLE 5

Name of Resource Person	How to Contact	Description of Program
Prof. Virginia Hunter	York University	Women in Society
Bill Metcalfe	C.W. Jefferys S.S.	A personal viewpoint on Socrates. What he can mean for us today

QUESTION #6: How many activities which take place outside the school (e.g. field trips, museums) relate to learning about Canada?

TABLE 6

	No.	%
Most	1	7
Quite a few	1	7
Some	2	13
Few	2	13
None	3	20
No Outside Activities	2	13
No Response	4	27

N= 15

Most out-of-school activities are not related to learning about Canada which is not surprising for this category of teachers. Only 7% indicated that most such activities are so related, another 7% that quite a few are, 13% that some are, another 13% that few are, while 20% stated none are and 27% did not answer this question.

QUESTION #7: Please list the places you have visited with your class in the past year which you consider most worthwhile in learning about Canada and describe the purpose of the visit.

TABLE 7

Place Visited	No. of Times Mentioned	Purpose of Visit
Community Colleges (e.g. Seneca)	3	-
Ryerson Polytechnical Institute	1	-
Universities, e.g. Toronto, York	4	-
Canadian Industries	2	Work Study Program
Art Galleries (McMichael, Moos, Isaacs, A.G.O.)	3	-
Ski Trips (cross country & downhill)	3	-
Canoe Trips	1	-
Theatres(Tarragon, St. Lawrence Centre, Firehall)		Useful for investigation of Canadian Plays and Canadian Theatre

Teachers in this category sought to give their students some exposure to Canadian post-secondary institutions, a Canadian industry, (via the work study program) the works of Canadian painters through visits to local art galleries and to Canadian drama through a sampling of Canadian plays. There also were ski and canoe trips, which, though no purpose was stated, cannot fail to provide young people with a sense of the natural beauty as well as of the geography of the areas explored.

One teacher indicated that as part of the program for an innovative grade 13 course in Ancient Philosophies he plans to take his students to see several modern local plays so they can see "how much Ancient Greek drama still affects Canadian theatre today".

SUMMARY

At the secondary level, 325 teachers received copies of the questionnaire, and of these, 188 or 58% participated in the survey by returning completed forms.

The information provided by these teachers indicates that almost three-quarters (71%) of the textbooks they use are Canadian in origin with almost all of those books being written by Canadian authors and published in Canada. This does not seem surprising in light of the fact that teachers obtain their textbooks from approved sources (Circular 14-Ministry of Education, Board approved textbooks list) where efforts have been made to include a large percentage of Canadian material. However, half of the non-texts (fiction, biography) and half of the reference books used by secondary teachers are non-Canadian. The other materials used by secondary teachers tend to be predominantly non-Canadian in origin. Almost two-thirds (65%) of films used and three-quarters (74%) of filmstrips, are non-Canadian, as are 73% of slide sets, 54% of magazines and periodicals, 51% of learning kits, 61% of simulation games and 55% of picture sets. These results are consistent with the results reported by teachers in the elementary panel and indicated a somewhat greater use of non-Canadian materials than was reported by Junior High teachers.

Three out of five secondary teachers who reported the use of unpublished material indicated that such material was teacher produced.

These teachers indicated that they made use of 258 resource people during the past year. This figure compares favourably with the 255 resource people used by junior high teachers, but seems low in comparison to the 687 resource people used by elementary teachers. However, 101 or 40% of those 258 people were reported by the secondary teachers

as individuals who provided an increase in Canadian awareness. On a percentage basis this figure is three times the size of that reported by teachers in the other two panels.

Slightly more than one-third (35%) of the secondary teachers indicate that at least some of the activities which take place outside the school relate to learning about Canada. This figure is similar to that reported by Junior High teachers but considerably lower than the 66% reported by elementary teachers. Part of the reason may lie in the fact that one quarter of the secondary teachers report that they and their classes never take part in outside activities.

The three places most frequently visited by secondary teachers and their students were the Royal Ontario Museum, The Law Courts, and Stratford.